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ABSTRACT

This handbook presents a competency-based curriculum that provides information to teachers and administrators planning a secondary food service program in Alaska. The organization of the handbook is similar to the work stations commonly found in food service operations, although some competency areas, such as sanitation and safety and the care and use of equipment, are applicable to every area covered in the handbook. The handbook is organized in seven sections. Section 1 presents an introduction to competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of food service competencies. Section 3, the core of the curriculum, includes the competencies and tasks for food service instruction. Its two parts cover basic food service (job relations and communication, sanitation and safety, care and use of equipment, general food preparation techniques) and specialized food service (pantry station/garde-manger, hot station, stocks and sauces, baking and dessert station, service and dining, management, food service careers). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific food service courses. Section 6 provides a sample skills card to be used in evaluating competency completion by students. Section 7 lists resources and materials available from sources in Alaska and throughout the country. (KC)

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FOOD SERVICE CURRICULUM

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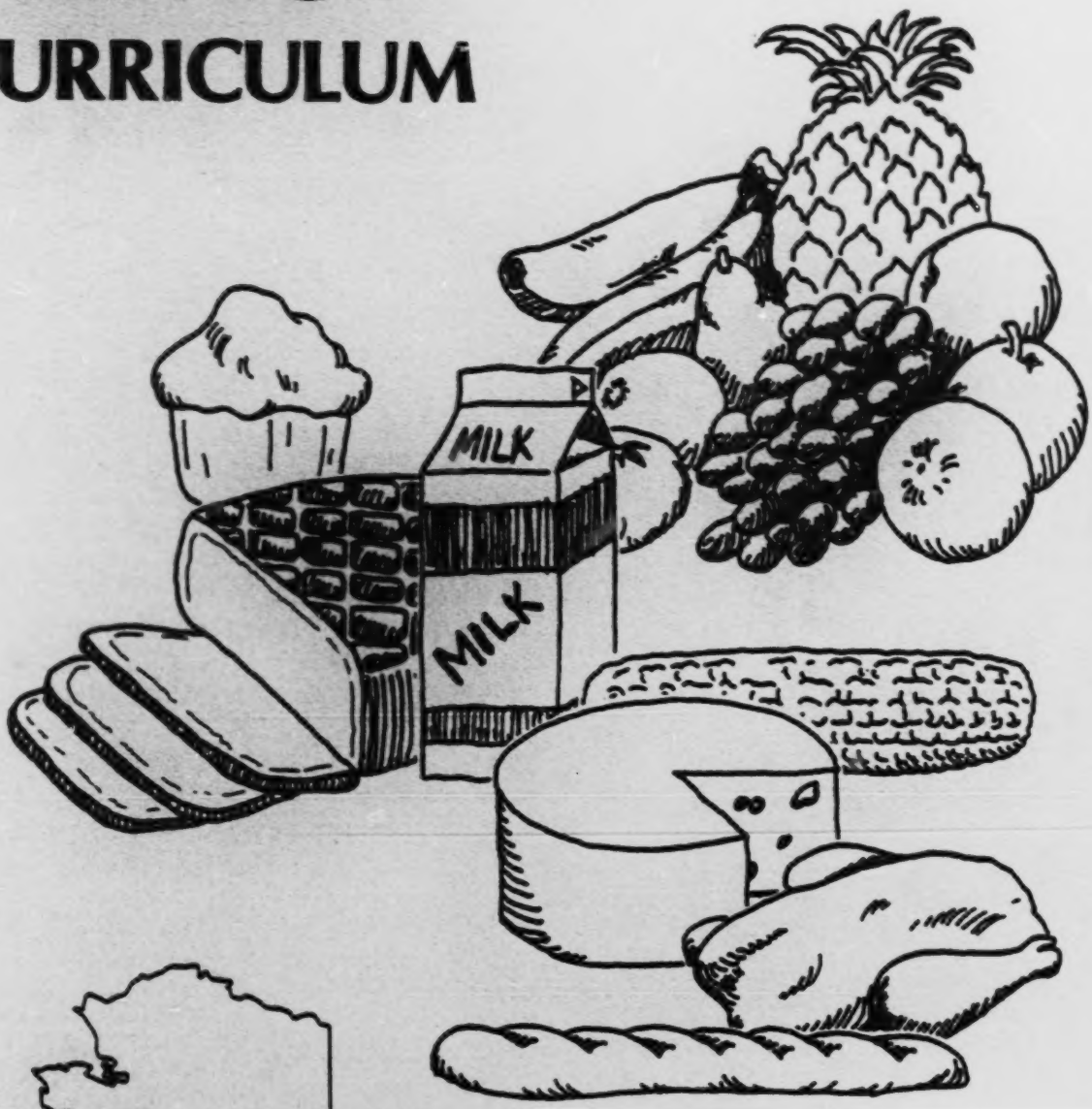

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FOOD SERVICE CURRICULUM

Bill Sheffield, Governor

Developed by the. . .

ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

Marshall L. Lind, Commissioner

Gerald D. Hiley, Director for Vocational Education

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Forward

The food service industry in Alaska will offer increased employment opportunities to the Alaskan workforce. The Alaska Department of Labor estimates that food service workers are projected to have the largest increase in percentage of total Alaskan jobs between 1979 and 1989. In 1983 there were over 5,000 job orders for food service workers at the Job Service Offices throughout Alaska. The Department of Labor estimates that employment in the food service industry for 1986 will total 15,300 and that by 1990 the estimated employment will be 17,092. This estimate includes bakers, cooks, attendants, food preparation workers, food servers, hosts, and waiters and is based on the state's current trend of declining revenues. It is clear that food service occupational training is important in Alaska, since such a significant portion of job openings will be in this area. Secondary food service programs must continue to provide students with the skills they will need to survive in the Alaskan food service industry.

This handbook is a competency-based curriculum that provides direction in planning a secondary food service program. It allows for flexibility as educators build their own programs and tailor them to fit local needs. Competencies can be selected as they are appropriate to the school's area, population, facilities, equipment and time available.

The organization of this handbook is similar to the work stations commonly found in food service operations. For example, there are competency areas for the Pantry Station (Garde Manger), the Bakery & Dessert Station, the Hot Station, and the Stock & Sauce Station. It must be recognized that some competency areas are not to be taught as separate areas, but are to be integrated throughout an entire course. For example, sanitation & safety and the care & use of equipment are applicable to every area covered in this handbook.

Professionals in the food service industry participated in a survey to validate competencies. From the completed competency surveys, competencies were ranked in order of importance and tasks were written, outlining the general scope of the competencies. During two audioconferences, educators from around the state provided input for completing the draft. A task force of educators convened to complete the handbooks.

The handbook is organized in seven sections:

Section I presents an introduction to competency-based curriculum. The role of vocational instructors in curriculum planning, implementation and evaluation is also included.

Section II provides the scope and sequence and hierarchy of food service competencies.

Section III is the core of the curriculum, it includes the competencies and tasks for food service instruction.

Section IV contains course descriptions to assist school districts in developing their vocational programs.

Section V contains the curriculum analysis matrix to be used in determining competencies to be included in specific food service courses.

Section VI contains a sample skills card to be used in evaluating competency completion by students.

Section VII lists information on resources and specific materials available from a variety of sources in Alaska and throughout the country.

It is recommended that all students participate in career awareness and exploration experiences to help them understand the connection between school and work and make career plans.

Acknowledgements

Special appreciation is expressed to Rocky Plotnick-Weller and Dody Maki of the South East Regional Resource Center who coordinated the preparation and completion of this handbook, and to Twyla Coughlin, Associate Director of the South East Regional Resource Center who administered this project.

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Chuck Eibeck, Superior Services
Cliff Fick, Nana Mannings
Ruth Hastings, Soldotna Jr. High School
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Karen Ryals
Assistant Administrator for Vocational Education
Office of Adult and Vocational Education
Alaska Department of Education
June 1986

Introduction to Competency-Based Curriculum

Competency-Based Curriculum

Vocational education should be directed toward the skills, knowledge, and attitudes needed for successful employment. Changes in technology are affecting the job requirements in the food service industry. Such changes require food service educators to continually update their curriculum in order to prepare students for competition in the job market.

An effective method for delivering vocational education is through a competency-based curriculum. This curriculum is based on a task analysis of the key occupations in food service. Once a competency-based curriculum is set in place, student performance must be measured on levels of proficiency in those competencies. Thus, the critical features of competency-based education are:

1) validating competencies to be included in the curriculum; and
2) evaluation of student competency levels.

This curriculum handbook sets direction for local curriculum developers. It provides a framework for developing courses of study and lesson plans in local schools.

Curriculum Based on Competencies

Competence refers to the adequate performance of a task. The task may be evaluated according to the performance or process, the product, or both.

Competency-Based Vocational Education consists of programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards.

Learning materials define the competencies the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur.

Competency-based instruction places emphasis on the ability to do, as well as on learning how and why. Student performance and knowledge are individually evaluated against the stated criteria, rather than against group norms.

The competency process utilizes a checklist of attitudes, knowledge and skills that are commonly needed by entry level employees in food service occupations. In developing this curriculum handbook, a cross-section of food service people were asked to respond to the checklist on the basis of needs within their own establishments. The checklists were tallied and summarized to determine which attitudes, knowledge and skills were common to food service operations in Alaska. Also, the competencies in each area were ranked as to decreasing importance.

Student Performance Assessment

A curriculum becomes competency-based when students are assessed on the basis of their competence. Sample skill cards are provided in this guide for teachers who wish to use them in assessing the competency levels of their students. The card has four levels of proficiency which allow continued development of skills. The card can be used to monitor students' progress as they move between food service classes, between teachers and grade levels and between school and work. The completed skills card is an important part of a placement portfolio when students begin their job searches.

Curriculum Delivery Systems

Vocational Student Leadership Organizations

Some of the competencies in this curriculum guide cannot be fully met in traditional classroom and office lab settings. Future Homemakers of America and Home Economics Related Occupations (FHA/HERO) are delivery systems which can be integrated into the regular school program. FHA chapters focus on consumer homemaking programs, while HERO chapters deal with vocational home economics programs. FHA and HERO are often combined chapters. FHA/HERO should be an integral part of food service classes. The student organization is a vehicle for delivery of curriculum and is not a separate curriculum. For that reason, it should be integrated into the in-school program and used in the daily delivery of instruction. It is an excellent means of providing students with leadership and human relations skills which cannot be adequately covered in standard classroom approaches. FHA/HERO activities can be used to supplement and strengthen all areas of the food service curriculum.

Cooperative Work Experience

Some of the competencies identified in this guide cannot be fully developed at a school site. A work station in the community offers realistic experiences in fulfilling the program goals in career development and human relations. Cooperative Work Experience offers an excellent vehicle for the delivery of instruction. With well developed training plans, teachers and employers can cooperate to prepare students for employment. Cooperative Work Experience extends the instructional program beyond the availability of equipment and instructor time at the local school. Teachers and employers must maintain regular communications to assure that students are receiving a high quality experience.

The Rural Student Vocational Program (RSVP) provides a two week fulltime work experience for students from rural areas where job stations are limited or non-existent.

The Job Training Partnership Act (JTPA) provides on-the-job experience to disadvantaged youth in both urban and rural areas.

Role of Instructor in Curriculum Planning, Implementation and Evaluation

The vocational instructor fulfills many roles which include the following responsibilities:

-- Prepares a written vocational program plan.

-- Develops and maintains a written program philosophy with objectives that support the philosophy.

-- Maintains a written list of competencies identified as needed for the program area.

-- Devises and maintains a classroom management system for implementing the curriculum materials provided for the program area.

-- Evaluates the curriculum content periodically to determine curriculum changes and update. This includes the involvement of the students (present and former), advisory committee members, and other personnel.

-- Blocks units of instruction and plans lesson plans based on the competencies of the occupation.

-- Provides appropriate instructional materials, supplies, and equipmment for the students to use.

-- Reviews the instructional materials to assure that they are free from sex bias and sex role stereotyping.

-- Works with an advisory committee.

-- Assists and/or serves as an advisor to the appropriate student organization related to the vocational program area.

-- Plans and arranges an appropriate classroom learning environment. This involves assisting students of different abilities to work at their own pace and in cases where remedial instruction is needed, securing additional help for those students.

-- Reinforces basic skills of reading, communication (written & oral) and computation through vocational education experiences.

-- Helps determine what objective(s) should be established for handicapped students as a part of the individual educational plan (IEP) development.

-- Uses a grading procedure that is made available to all students at the beginning of their training.

-- Sets an example for grooming and dress that is generally found in the occupational area in business or industry to enable students to establish appropriate standards.

Benefits of Competency-Based Curriculum

Competency-based vocational education offers several benefits to students:

1. The competencies/tasks are directed to the student and provide measurable criteria for determining when the student has acquired the necessary knowledge and skills.

2. Students receive realistic training for the job. They become competent in tasks that are relevant to the occupation.

3. Students know what is expected of them throughout the course. The competencies are made available to them at the onset. They know what they will be doing and how well it must be done.

4. Each student is individually responsible for completing each competency attempted in the curriculum.

5. Students are not compared with other students in their accomplishments because each is expected to work according to his/her individual capabilities and learning style. Because of the various evaluation policies of different school systems, the ideal of not comparing students in determining grades is not always possible. However, the basic thrust of the competency-based program is to evaluate each student according to his/her accomplishment of each task as he/she works up to individual capability.

II
Program Development

Program Development

The format of this handbook was selected to aid administrators and teachers in concentrating on the skills of the job categories for which they are training. It will assist in selecting the array of courses and the delivery system which fit the school. This provides the flexibility of varying the course content to include the most valuable skills as appropriate for the scope and sequence. The primary importance is that students are able to secure the skills necessary for entry level employment. Schools can vary their delivery systems to maximize student opportunities by:

1. Offering courses on alternate years or other planned sequences

2. Offering two or more courses in the same class

3. Providing individualized materials and instruction

A matrix is included in this guide for use in planning the courses to be offered and the content of each course.

The following chart shows the hierarchy of food service competencies starting with basic competencies and detailing intermediate and applied competencies for food service education.

Hierarchy of Food Service Skills

Basic Food Service Competencies

Job Relations and Communication

Personal Appearance & Fitness
Work Attitudes
Problem Solving
Communication Skills

Sanitation and Safety

Foodborne Illnesses
Personal Hygiene
Governmental Regulations
First Aid

Care and Use of Equipment

Safe Knife Use
Professional Cooking Equipment
Specialized Equipment
Large Appliances

General Food Preparation Techniques

Recipes
Substitution
Time Management
Holding & Handling Techniques
Portion Control

Specialized Food Service Competencies

The Pantry Station/Garde Manger

Food Selection
Salads
Sandwiches
Cold Hors d'oeuvres & Appetizers

The Hot Station

Wholesale Meat Cuts
Cutting & Portioning
Cooking Methods
Seasoning
Breakfast Foods
Vegetables
Hot Hors d'oeuvres & Appetizers

Stocks and Sauces

Thickening
Stock & Soup Preparation
Sauce Making
Reducing & Enriching Sauces

The Bakery and Dessert Station

Yeast Baking
Pastry
Egg Foams
Sugar Cookery
Icings & Garnishes
Milk-Based Desserts
Fresh Fruits
Frozen Desserts

Service and Dining

Customer Service
Set Up Serving Areas
Beverages
Process Customer Tickets
Clean & Maintain Dining Areas

Management

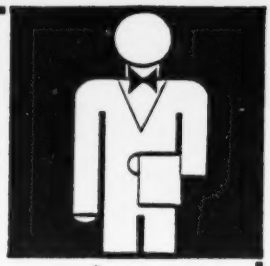
Inventory
Employee Supervision
Scheduling
Marketing
Cost Management
Accounting
Menu Planning & Nutrition

Careers in the Food Service Industry

Career Decision Making
Employment in Food Service
Job Seeking Skills
Life/Work Management Skills
Employee Rights

III
Competencies and Tasks

Job Relations and Communication



Competency: Maintain personal appearance and fitness appropriate for the food service industry

Tasks: Practice personal hygiene

Use appropriate make-up and jewelry

Identify reasons for appearance requirements

Identify appropriate manners

Be able to lift at least 50 pounds

Be able to stand for long hours

Demonstrate the stamina to work with speed

Competency: Demonstrate skills that contribute to a team effort

Tasks: Maintain an acceptable attendance record

Maintain punctuality

Give notice of interruptions

Demonstrate reliability

Follow rules of the workplace

Follow instructions

Ask for clarification

Use listening skills

Participate in groups in a democratic way

Function effectively by accepting assigned responsibilities

Demonstrate characteristics and responsibilities of group members

Maintain positive attitudes toward others

Accept supervision and criticism

Cooperate with others and accept chain of command

Competency: Demonstrate problem solving skills

Tasks: Identify problems

Get information about problems

Analyze problems

Develop alternative solutions to problems

Select a course of action to solve problems

Persevere through obstacles

Competency: Demonstrate initiative and productivity

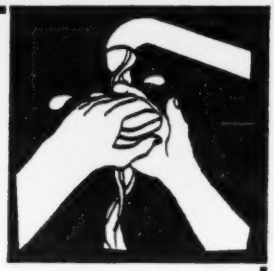
Tasks: Organize time effectively

Be responsible

Care about the quality of work

Use food resources wisely

Sanitation and Safety



Competency: Recognize foodborne illnesses

Tasks: Know the symptoms of, and how to prevent:

a. staphyloccoccus aureus

b. clostridium botulinum

c. clostridium perfringens

d. salmonella

Competency: Apply techniques to prevent food contamination

Tasks: Practice food preparation techniques which prevent contamination

Practice food holding techniques which prevent contamination

Practice food serving techniques which prevent contamination

Practice food storage techniques which prevent contamination

Store and hold food at proper temperatures

Competency: Practice personal hygiene

Tasks: Wash hands when required

Cover cuts and burns

Use hair restraints

Wear proper attire

Recognize procedures to prevent the spreading of germs

Competency: Maintain a sanitary food environment

Tasks: Identify techniques to prevent food from pests

Clean and sanitize work areas and equipment

Use cleaning equipment properly

Select appropriate cleaning agents

Store chemicals safely

Collect and dispose of garbage properly

Competency: Apply regulations and principles of sanitation

Tasks: Design and employ self-inspection standards

Follow local/state/federal health codes and regulations

Employ the principles of heat and chemical sanitation

Competency: Prevent cuts, falls, fires, burns and injuries from machines and equipment

Tasks: Turn off machine when not in use

Unplug machine correctly

Follow directions

Prevent loose hair, clothing and jewelry

Clean spills

Clean hoods

Clean grease traps and screens

Recertify fire extinguishing system annually

Competency: Prevent injuries and strains from lifting heavy objects

Tasks: Use carts

Squat instead of bending

Prevent lifting heavy objects over the head

Use a lifting maching

Competency: Obtain emergency first aid

Tasks: Recognize when care is needed

Memorize the emergency number

Assemble a well stocked first aid kit

Explain the treatment for burns

Recognize the need for an eye wash

Apply techniques to slow/stop excessive bleeding

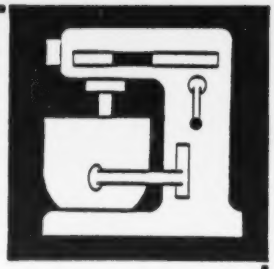
Competency: Practice emergency fire control

Tasks: Select and use types of fire extinguishers

Extinguish a fire with common kitchen agents

Smother a fire

Care and Use of Equipment



Competency: Use and care for knives safely

Tasks: Identify types of knives

Sharpen knives correctly

Wash knives safely

Select knives appropriate to the task

Use knives efficiently and safely

Store knives properly

Competency: Use professional cooking tools

Tasks: Select and use:

a. a vegetable brush

b. a pastry brush

c. a bench brush

d. an oven brush

e. a kettle brush

f. a grease brush

g. measuring spoons and cups

h. food scales

i. liquid measures

Competency: Use professional cooking utensils

Tasks: Select and use:

a. a spatula

b. a solid, slotted, and pierced spoon

c. a ladle

d. a skimmer

e. a cook's fork

f. a paddle scraper

g. a plastic scraper

h. tongs

i. a colander

j. a chian cap

k. a strainer

Competency: Use professional cooking gadgets

Tasks: use the following:

a. a meat tenderizer

b. a melon ball cutter

c. a swivel peeler

d. a sifter

e. a grater

f. an egg slicer

g. skewers

h. a pastry bag

Competency: Use cooking utensils appropriate to cooking methods

Tasks: use the following:

a. a skillet

b. a saute' pan

c. a saucepan

d. a stockpot

e. a bain-marie

f. a double boiler

g. a braiser

h. a bake pan

Competency: Use mixing bowls appropriate to the mixing method

Tasks: Select the proper size

Select the proper depth

Select the proper type of material appropriate to the task

Competency: Use specialized equipment appropriate to cooking or mixing method

Tasks: Select and use:

a. a spring form pan

b. a bundt pan

c. a muffin pan

d. a cookie sheet

e. a salad mold

f. a rolling pin

g. a pie pan

h. pie weights

i. a quiche dish

Competency: Use appropriate equipment and appliances for food preparation

Tasks: Operate and clean:

a. a can opener

b. a food processor

c. a vegetable cutter

d. a blender

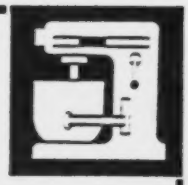
e. a toaster

f. a waffle iron

g. a coffee maker

h. juice server

i. a small mixer



j. a meat saw

k. a vertical mixer

l. a horizontal mixer

m. a food chopper

n. a food slicer

o. mixing equipment and attachments

p. soft-serve ice cream machine

q. a bread slicer

r. a bun slicer

s. a dough divider

t. a cookie machine

u. a bagger

v. an air gun

Competency: Operate and clean large cooking equipment & appliances

Tasks: Operate and clean:

a. a range

b. a grill/griddle

c. a broiler

d. a steamer

e. a convection steamer

f. a steam-jacketed kettle

g. a deep fat fryer

h. a conventional/conduction oven

i. a stack oven

j. a carousel oven

k. a convection oven

l. a hearth oven

m. a microwave oven

n. a tilt-braiser

o. a braising pan

p. a salamander

Competency: Operate and clean warm food holding equipment

Tasks: Operate and clean a steam table

Operate and clean a heat lamp

Operate and clean a heated cart

Use heated pellets

Assemble and use a chafing dish

Competency: Use and clean food cooling equipment

Tasks: Operate and clean:

a. a walk-in refrigerator and freezer

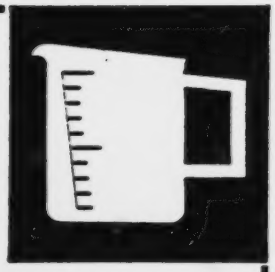
b. a reach-in refrigerator and freezer

c. a roll-in refrigerator and freezer

d. a pass-through refrigerator

Set up an ice table

General Food Preparation Techniques



Competency: Use standardized or quantity recipes for food preparation

Tasks: Define "standardized recipe"

Define "quantity recipe"

Use standard or quantity recipes for food preparation

Recognize functions and limitations of recipes

Select and use ingredients common to types of recipes

Use formulas based on baker's percentages

Competency: Use ingredients appropriate for cooking methods

Tasks: Explain factors that control the development of gluten in baked products

Explain the changes that take place in dough as it bakes

Prevent or retard the staling of baked goods

Explain the major ingredients and state their functions and characteristics

Select and use extracts, spices and herbs as needed

Competency: Weigh and measure foods accurately for standard and quantity recipes

Tasks: Explain the importance of weighing baking ingredients

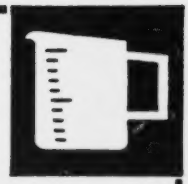
Use a scale

Measure dry ingredients

Measure liquids

Write abbreviations for weights and measures

Use terminology for weights and measures



Competency: Convert and substitute ingredients accurately in recipes

Tasks: Convert standard recipes to quantity recipes

List common substitutions

Competency: Use food service terminology

Tasks: Apply commonly used culinary terms (English/French)

Competency: Employ time management schedule for preparing and serving food

Tasks: Use mass production line techniques

Competency: Use food resources efficiently

Tasks: Use leftovers

Use trimmings

Competency: Use proper holding techniques for prepared foods

Tasks: Hold food at proper temperatures

Follow a time schedule for holding food

Prevent food from discoloration

Competency: Use proper handling techniques when preparing foods

Tasks: Wash foods correctly

Blanche foods

Scald food

Handle at proper temperatures

Prevent fruit from tanning/browning

Prevent vegetables from drying or loosing texture

Competency: Use appropriate tools to achieve portion control

Tasks: Use weights

Use numbered scoops

Use portion markers

Use a cake cutter

The Pantry Station/ Garde Manger

Competency: **Apply USDA standards for food selection**

Tasks: Select and store dairy products

Identify quality points for fresh fruits

Identify quality points for fresh vegetables

Competency: **Perform pre-preparation of fresh fruits and vegetables**

Tasks: Wash fresh fruits and vegetables

Peel fresh fruits and vegetables

Pare fresh fruits and vegetables

Slice fresh fruits and vegetables

Dice fresh fruits and vegetables

Competency: **Portion and assemble ingredients for salads**

Tasks: Wash, dry and store greens

Show a variety of slicing techniques

Dissolve and use gelatin

Cut ingredients to proper size for use

Preserve flavor aand texture of foods

Prepare:

a. a leafy green salad

b. a meat/cheese salad

c. a gelatin salad

d. a potato salad

e. a seafood salad

f. a vegetable salad

g. a fruit salad

h. an entree salad

i. a pasta salad

Competency: Portion and assemble ingredients for sandwiches

Tasks: Weigh meat and cheese on scale

Use food service method for mass producing sandwiches

Set up sandwich making tray

Demonstrate creative use of ingredients

Prepare:

a. a french dip sandwich

b. a hamburger

c. a grilled cheese sandwich

d. a cold, sliced meat sandwich

e. a cold, spread filled sandwich

f. a submarine-type sandwich

g. an open-faced sandwich

h. a decker sandwich

i. a speciality sandwich

Competency: Prepare salad dressings

Tasks: Prepare a mayonnaise-based dressing

Prepare a vinagrette type dressing

Prepare a cooked type dressing

Prepare a creamy type dressing

Prepare a fruit salad dressing

Competency: **Garnish, arrange and present salads and sandwiches**

Tasks: Choose a complimentary garnish

Slice the sandwich

Prepare a bed for the salad

Prepare a relish tray

Competency: **Prepare and garnish cold hors d'oeuvres and appetizers**

Tasks: Prepare a variety of spreads

Use techniques for cutting breads & bases in unique shapes

Prepare complimentary garnishes

Use toothpicks to hold food together

Prepare:

a. a cold canapy

b. a butter-based spread

c. a cold hors d'oeuvre

d. a pate'

e. a garnish to decorate a canapy

f. a cheese-based dip

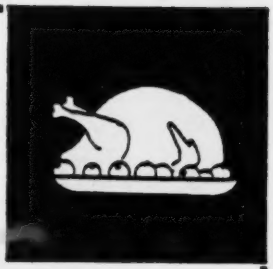
g. an avocado dip

h. a fish-based dip

i. a fruit cocktail

j. a seafood cocktail

The Hot Station



Competency: Use USDA standards for selecting food

Tasks: Use the federal meat inspection and grading system

Explain the significance of aging meats

Check fish for freshness

Competency: Identify wholesale cuts of meat, fish and poultry

Tasks: Describe the composition and structure of meat

Explain how meat composition and structure relates to selection and cooking methods

Identify the primal cuts of beef, lamb, veal and pork

Identify poultry by kind, class and style

Recognize the basic market forms of fish

Recognize the popular types of shellfish

Recognize the most common types of finfish in food service

Competency: Prepare, cut and portion meat, fish and poultry

Tasks: Breakdown and portion poultry

Breakdown and portion meat

Fillet, skin and bone fish

Tenderize meat

Marinate meat, fish and poultry

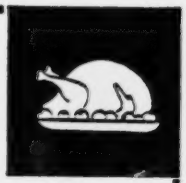
Truss poultry for cooking

Open oysters and clams

Split lobster

Peel and devein shrimp

Crack crab



Prepare breading and batter for cooking meat, fish and poultry

Competency: Cook meat, fish and poultry according to the appropriate method

Tasks: Cook meats, poultry, fish and shellfish by roasting & baking

Cook meats, poultry, fish and shellfish by broiling & grilling

Cook meats, poultry, fish and shellfish by simmering and poaching

Cook meats, poultry, fish and shellfish by sauteing and pan frying

Cook poultry, fish and shellfish by deep frying

Determine doneness in cooked meat

Determine doneness in cooked fish and shellfish

Determine doneness in cooked poultry

Apply techniques that help keep meat, poultry, fish and shellfish moist

Prepare dressing and stuffings

Explain how light and dark poultry meat affects cooking

Competency: Use compatible seasoning, herbs and spices

Tasks: List the most frequently used herbs and spices

Explain how the most popular herbs and spices are used

Prepare a bouquet garni

Competency: Prepare egg-based entrees

Tasks: Fry eggs

Soft-cook eggs

Hard-cook eggs

Scramble eggs

Prepare an omelet

Coddle an egg

Bake a quiche

Make deviled eggs

Poach an egg

Make a souffle

Make crepes

Competency: Prepare breakfast entrees

Tasks: Prepare hashbrown potatoes

Prepare homefried potatoes

Prepare breakfast meats

Prepare waffles

Prepare pancakes

Prepare french toast

Prepare fruit drinks

Prepare fresh fruit

Prepare hot cereal

Competency: Cook vegetables according to the principles of vegetable cookery

Tasks: Select firm, ripe, unbruised fresh vegetables

Steam vegetables

Boil vegetables

Bake vegetables

Grill vegetables

Deep fry vegetables

Broil vegetables

Cook vegetables in a microwave oven

Control texture, flavor, color and nutritional changes when cooking vegetables

Prepare and serve vegetables cooked to their proper doneness

Check quality of frozen, canned and dried vegetables

Store fresh and processed vegetables correctly

Competency: Apply the principles of starch cookery

Tasks: Boil rice

Prepare fried rice

Boil pasta

Prepare fettucini

Competency: Plate and garnish entrees

Tasks: Select the proper serving dish

Prepare a bed for the entree when appropriate

Arrange food on the dish attractively

Select a garnish which compliments the color, texture and flavor of the entree and is appropriate in size

Competency: Prepare convenience products

Tasks: Use pre-breaded products

Cook pre-cut french fries

Prepare instant mashed potatoes

Competency: Prepare hot hors d'oeuvres and appetizers

Tasks: Prepare meatballs

Prepare eggrolls

Prepare a cheese fondue

Stocks and Sauces

Competency: **Apply the principles of thickening**

Tasks: Thicken with flour

Thicken with tapioca

Thicken with cornstarch

Thicken with arrowroot

Prepare and use a roux (flour & butter)

Prepare and use a beurre manie

Competency: **Apply the principles of stock preparation**

Tasks: Prepare brown stock

Prepare white stock

Prepare fish stock

Prepare chicken stock

Clarify a stock

Degrease a stock

Season a stock

Competency: **Apply the principles of soup preparation**

Tasks: Prepare a broth based soup

Prepare a cream soup

Prepare a puree

Prepare a cold soup

Prepare a specialty soup

Competency: **Apply the principles of sauce making**

Tasks: Prepare lead sauces

Prepare a bechamel sauce

Prepare a veloute sauce (basic white sauce)

Prepare an espagnole sauce (brown sauce)

Prepare a hollandaise sauce

Prepare a tomato sauce

Prepare a dessert sauce

Prepare a tartar sauce

Prepare a basic mirepoix

Competency: Apply principles of proportion and use alternate ingredients when making sauces

Tasks: Use herbs, spices and flavoring

Prepare secondary sauces

Prepare a demiglaze

Prepare pan gravy

Competency: Apply principles of reducing and enriching sauces and glazes

Tasks: Use a liaison of egg yolks

Reduce by one-half

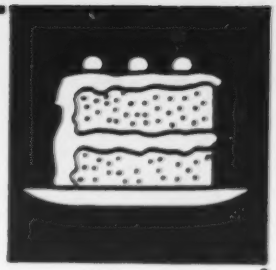
Reduce by three-fourths

Reduce au sec

Deglaze a saute' pan

Finish with butter (monter au beurre)

The Bakery and Dessert Station



Competency: Apply the principles of baking with yeast

Tasks: Prepare sponge

Prepare straight/conventional dough

Prepare a batter bread

Prepare dough using the short-time method

Retard dough

Proof dough

Prepare dough using the cool rise method

Competency: Apply principles of standard mixing methods

Tasks: Use the one-bowl method

Use the butter-cream method

Use the foam method

Use the blending method

Competency: Apply pastry principles

Tasks: Prepare standard sweet dough

Prepare Danish dough

Use the roll-in method

Make a three-fold

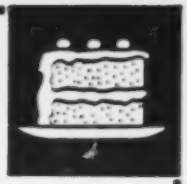
Prepare flaky pie dough

Prepare mealy pie dough

Prepare a choux paste

Prepare a puff paste

Use egg wash



Competency: Use prepared baking & dessert mixes and products

Tasks: Use a pie crust mix

Use a batter mix

Use a biscuit mix

Use a cake mix

Use prepared pie filling

Competency: Prepare egg foams

Tasks: Select proper equipment

Selct proper temperature for ingredients and equipment

Use the folding technique

Prepare meringue

Prepare souffle

Practice holding techniques

Prepare foam candy

Competency: Apply techniques of sugar cookery

Tasks: Use the crystalization method

Use the saturation method

Use the super-saturation method

Use the carmelization method

Use the syrup method

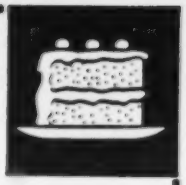
Competency: Apply icings and garnishes

Tasks: Select proper equipment

Use the wet-knife method

Use the wax-paper method

Check for color & flavor compatibility



Competency: **Apply proper techniques for milk based fillings and desserts**

Tasks: Use the water-bath technique

Practice temperature control

Use a double boiler

Use the baking technique

Use the steaming technique

Cool puddings and custards rapidly

Competency: **Prepare fresh fruit desserts**

Tasks: Retain color

Selct proper preparation method

Retain shape

Use the baking method

Use the flambe' method

Arrange a fresh fruit tray

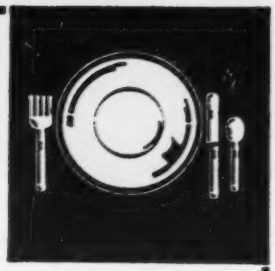
Competency: **Apply preparation techniques for refrigerator and frozen desserts**

Tasks: Prepare frozen desserts

Prepare gelatin desserts

Use techniques to avoid crystalization

Service and Dining



Competency: Set up serving areas & tables

Tasks: Set table for American Service

Set table for banquet service

Set table for cafeteria service

Arrange tables according to reservations

Place reservations on table

Set up high chair

Fold napkin

Select a table centerpiece

Set up a steam table

Set up a buffet table

Competency: Demonstrate good customer service techniques

Tasks: Receive reservations

Receive telephone orders

Greet and seat guests

Present menu to guests

Make suggestions from menu

Handle customer complaints

Fill display cases & vending machines

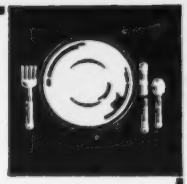
Advertise specials

Competency: Take orders and present them to the kitchen

Tasks: Take order from guest

Repeat order back to guest

Take order to kitchen



Insure order is prepared correctly

Competency: Prepare and serve beverages

Tasks: Brew and serve coffee

Serve tea

Pour water

Prepare and serve milkshakes

Prepare and serve fountain soft drinks

Prepare and serve hot chocolate

Competency: Present and serve food

Tasks: Arrange food attractively

Check food temperature

Wrap or package portioned food items

Garnish food

Use exact portion sizes

Set up serving tray

Set up tray stand

Prepare food at tableside

Carve meat at table

Competency: Process customer tickets

Tasks: Tally menu items

Operate cash register

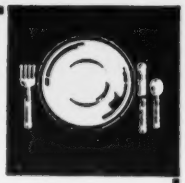
Total cost of meal

Count change correctly

Process a credit card payment

Prepare receipt

Acknowledge guest payment



Competency: **Clean and maintain dining area**

Tasks: Clean up spills

Crumb tables

Replenish condiments

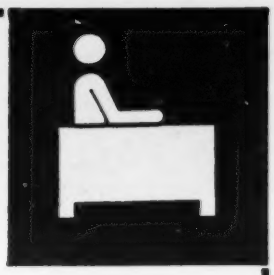
Clean ashtrays

Remove dinnerware from table

Return dinnerware to storage

Return food from buffet to kitchen

Management



Competency: Manage inventory and supplies

Tasks: Rotate food

Conduct inventory

Order supplies & food as needed

Competency: Train, supervise and evaluate employees

Tasks: Train employees to use sanitation procedures

Demonstrate leadership in dealing with employees

Inform employees of policies and procedures

Advise employees of guest complaints

Acquaint employees with organization of operation

Assess workers performance

Implement organizational policies and procedures

Provide first aid training

Interview job candidates

Seek potential employees

Develop job descriptions

Plan and conduct group leadership activities

Demonstrate leadership in dealing with employees

Conduct employee meetings according to rules of parlimentary procedures

Identify characteristics and responsibilities of leaders

Competency: Organize the work area

Tasks: Demonstrate knowledge of food production procedures

Instruct employees in preparation of foods

Instruct employees in service of food

Organize for maximum efficiency

Set up individual work area

Direct and monitor operation of meal assembly lines

Organize areas on principles of time and motion

Devise organizational goals, policies and charts

Schedule meal service

Analyze facility layout and flow design for efficiency

Competency: Schedule workers

Tasks: Coordinate work schedules and job assignments

Coordinate service functions during peak hours

Adjust daily personnel schedules

Plan and supervise buffets, banquets and catered events

Schedule employees using bar charts

Competency: Schedule sanitation checks and equipment maintenance

Tasks: Conduct a sanitation check

Establish schedule for equipment maintenance

Supervise the use and care of equipment

Competency: Apply principles of marketing

Tasks: Attend classes, workshops and food exhibitions

Increase food sales

Use professional, trade and technical publications

Survey market for new products and equipment

Conduct taste panels

Prepare multi-media advertising

Practice market research

Competency: Manage cost and accounting records

Tasks: File daily receipts

Maintain financial records

Calculate beverage and food cost controls

Calculate labor cost controls

Determine the cost of food items

Analyze costs and sales in a food service operation

Define portion sizes

Determine menu prices

Competency: Apply the principles of menu planning and nutrition

Tasks: Plan a menu that shows variety

Plan a menu that includes the four basic food groups

Plan a menu that looks pleasing

Plan a menu that honestly represents the products & services offered

Plan a menu that reflects customer's acceptance & changing tastes

Plan a menu that reflects changing food prices

Develop special menus for salt-restricted diets

Develop special menus for fat-restricted diets

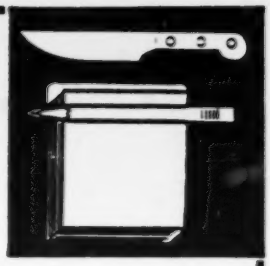
Develop special menus for calorie/carbohydrate controlled diets

Develop menus to accomodate kosher and meatless diets

Communicate menu changes to cooks

Develop menus to accomodate children

Careers in the Food Service Industry



Competency: Employ career decision making skills

Tasks: Assess values

Identify skills

Describe obstacles to employment

Describe current local labor market

Relate career choice to local labor market

Select an appropriate career goal

Explain how skills can be transfered to other jobs

Plan for career goal

Develop specific steps to reach career goal

Identify career clusters

Identify specific jobs within clusters

Competency: Identify levels of employment in the food service industry

Tasks: Evaluate career options and employment opportunities

List food service occupations

Locate geographic areas with a high demand for food service workers

Estimate the number of Alaskans working in food service

Compare salaries and benefits for food service occupations

Describe training requirements for food service occupations

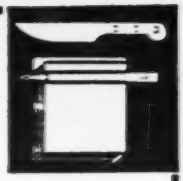
List Alaskan schools which offer training in food service

Describe career ladders in food service occupations

Competency: Apply job seeking skills

Tasks: Identify job contacts

Prepare a job application



Prepare a resume'

Compose a letter of application

Prepare for a job interview

Participate in a job interview

Follow-up a job interview

Contact employers by phone, letter or in person

Competency: Apply life/work management skills

Tasks: Provide for basic needs, transportation and day care

Use consumer skills

Manage money

Explain employer's expectations regarding substance abuse

Demonstrate problem solving skills

Demonstrate initiative on the job

Competency: Use payroll information

Tasks: Determine number of dependents

Fill out a tax withholding form

Read a check stub

Read a W-2 form

Competency: Recognize rights of employees and workers

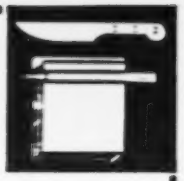
Tasks: Identify employee benefits

List legal rights and responsibilities of the workplace

Explain how to handle unsafe working conditions

Identify OSHA employee rights and responsibilities

Compare union and non-union type work



Competency: **Compare and contrast the food service industry**

Tasks: Examine restaurants

Examine franchises

Examine short-order establishments

Examine catering

Examine home-based operations

Examine institutional operations

Examine industrial operations

Examine fast food establishments

IV
Course Descriptions

Course Descriptions

The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in food service. Teachers can use these descriptions to organize course offerings in food service education. These descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

Course: Food Service I
Length: One Semester
Grades: 9 - 12

This course is the first of a four-semester sequence in a secondary food service program. Designed to provide an introduction to the food service industry, this course will explore all the competency areas included in this handbook. This "broad brush" approach will allow students to examine the food service industry and determine their level of continued interest in the program. Special emphasis will be placed upon the following competency areas: 1) Job Relations & Communications, 2) Sanitation & Safety, 3) Care & Use of Equipment, and 4) General Food Preparation Techniques.

Course: Food Service II
Length: One Semester
Grades: 9 - 12
Prerequisite: Food Service I

A continuation of Food Service I, this course places more emphasis on food preparation techniques. Special emphasis is placed upon the following competency areas: 1) The Pantry Station (Garde Manger), 2) The Hot Station, 3) The Stock & Sauce Station, and 4) The Bakery & Dessert Station. Skill attainment is at the beginning level.

Course: Food Service III
Length: One Semester
Grades: 10 - 12
Prerequisite: Food Service I & II

This course will allow students to attain additional skills in food preparation techniques and at the same time integrate the competency areas "Sanitation & Safety" and "Care & Use of Equipment" into food preparation activities. Emphasis will also be placed upon the competency areas "Service & Dining" and "Management".

Course: Food Service IV
Length: One Semester
Grades: 10 - 12
Prerequisite: Food Service I, II & III

The last of a four-semester sequence for a secondary food service program, this course will cover food preparation techniques at an advanced level for all four of the station areas. There will be an emphasis on the competency area "Careers in the Food Service Industry", which includes career decision making and job getting skills.

V
Curriculum Analysis Matrix

Curriculum Analysis Matrix

Identified Competencies by Course Offerings

This competency checklist should be used by teachers in identifying competencies to be included in specific classes in food service education. This checklist is a curriculum analysis tool for use by teachers in assigning responsibilities for the competencies of a total food service program.

All courses taught in the food service program are identified in the columns at the top of the matrix. The individual competencies can be allocated to specific courses. One method for analyzing the competency list is to assign letters where the competency will be introduced (I), taught (T), or mastered (M). Curriculum sequences can be organized through this approach.

To assist food service teachers to reinforce basic skills instruction, competencies have been cross-referenced with the following academic areas:

Math (M)	Science (S)
Social Studies (SS)	Language Arts (LA)

This will assist local school districts in awarding cross-credit (academic credit) for participation in vocational classes they deem appropriate.

The following checklists are also cross-referenced with the Job Training Partnership Act pre-employment competencies and student leadership competencies. The Job Training Partnership Act provides funds to train economically disadvantaged youth to enter and succeed in employment. Each Private Industry Council responsible for administering these funds adopted youth pre-employment competencies as one of the measures for positive termination for program participants. The other measures are attained through unsubsidized employment, or through another training program.

The following categories of work-related knowledge must be evaluated and measured in the course of a participant's enrollment in a JTPA program:

1. Pre-Employment Competencies, which require the participant to demonstrate the skills and knowledge necessary to identify career objectives, seek and obtain employment and understand job performance.

2. Work Maturity Competencies, which require the participant to demonstrate the ability to apply skills in a training position.

3. Educational Skills Competencies, which require the participant to demonstrate basic computation and communication skills necessary to enter the labor market.

4. Occupational Skills Competencies, which require that the participant demonstrate proficiency in those skills necessary to maintain employment in a specific occupation or occupational cluster.

The pre-employment and work maturity competencies have been specifically cross-referenced in this curriculum so that food service instructors could specify where these competencies are integrated into the curriculum.

These youth competencies were identified by the Vice Presidents of the Task Force on Youth Employment, Private Sector/Education Roundtables: Summary Report 1979 as critical elements for employability of the nation's youth.

Student leadership programs are designed to be an integral part of the curriculum. The competencies are reinforced by student participation in approved student organizations such as Home Economic Related Occupations (HERO). The student leadership competencies have been cross-referenced in this handbook to assist the food service instructor identify specifically where these competencies will be taught.

Future Homemakers of America, founded in 1945, is a national organization of some 500,000 young women and men seeking to improve personal, family and community living through home economics and related classes.

According to the FHA, it is the only youth organization with the family as its central focus.

A non-profit organization, it is supported by membership dues and by individual, corporate and foundation gifts.

The U.S. Office of Education's Division of Vocational and Technical Education and the American Home Economics Association co-sponsor and lend technical assistance to FHA. National headquarters are in Washington, D.C.

There are two types of chapters, often combined:

* FHA chapters emphasize projects involving consumer education, homemaking and family life education. They also explore home economics related jobs and careers, with the realization that homemakers fill multiple roles as community leaders and wage earners.

* HERO chapters emphasize preparation for jobs and careers, recognizing that workers also fill multiple roles as homemakers. HERO stands for "home economics related occupations."

Alaska FHA/HERO was organized in 1956. Today it consists of 25 chapters representing over 300 students involved in a variety of projects aimed at improving home and family life.

KEY

M	Math
SS	Social Studies
S	Science
LA	Language Arts
*	Pre-Employment Competencies
+	Student Leadership Competencies

Recommended Competencies by Course Offerings Competencies	Food Service I	Food Service II	Food Service III	Food Service IV		
Job Relations and Communication						
Maintain personal appearance and fitness appropriate for the food service industry						
* + Demonstrate skills that contribute to a team effort						
* Demonstrate problem solving skills						
* Demonstrate initiative and productivity						
Sanitation and Safety						
S Recognize foodborne illnesses						
S Apply techniques to prevent food contamination						
S Practice personal hygiene						
S Maintain a sanitary food environment						
S Apply regulations and principles of sanitation						
Prevent cuts, falls, fires, burns and injuries from machines and equipment						

Recommended Competencies by Course Offerings Competencies		Food Service I	Food Service II	Food Service III	Food Service IV		
	Prevent injuries and strains from lifting heavy objects						
S	Obtain emergency first aid						
	Practice emergency fire control						
	<u>Care and Use of Equipment</u>						
	Use and care for knives safely						
	Use professional cooking tools						
	Use professional cooking utensils						
	Use professional cooking gadgets						
	Use cooking utensils appropriate to cooking methods						
	Use mixing bowls appropriate to the mixing method						
	Use specialized equipment appropriate to cooking or mixing method						
	Use appropriate equipment and appliances for food preparation						

Recommended Competencies by Course Offerings Competencies		Food Service I	Food Service II	Food Service III	Food Service IV		
	Operate and clean large cooking equipment and appliances						
	Operate and clean warm food holding equipment						
	Use and clean food cooling equipment						
	General Food Preparation Techniques						
M	Use standardized or quantity recipes for food preparation						
	Use ingredients appropriate for cooking methods						
M	Weigh and measure foods accurately for standard and quantity recipes						
M	Convert and substitute ingredients accurately in recipes						
LA	Use food service terminology						
	Employ time management schedule for preparing and serving food						
	Use proper holding techniques for prepared foods						
	Use proper handling techniques when preparing foods						

Recommended Competencies by Course Offerings Competencies		Food Service I	Food Service II	Food Service III	Food Service IV		
M	Use appropriate tools to achieve portion control						
	The Pantry Station/Garde Manger						
	Apply USDA standards for food selection						
	Perform pre-preparation of fresh fruits and vegetables						
	Portion and assemble ingredients for salads						
	Portion and assemble ingredients for sandwiches						
	Prepare salad dressings						
	Garnish, arrange and present salads and sandwiches						
	Prepare and garnish cold hors d'oeuvres and appetizers						
	The Hot Station						
	Use USDA standards for selecting food						
	Identify wholesale cuts of meat, fish and poultry						

Recommended Competencies by Course Offerings Competencies	Food Service I	Food Service II	Food Service III	Food Service IV		
Prepare, cut and portion meat, fish and poultry						
Cook meat, fish and poultry according to the appropriate method						
Use compatible seasoning, herbs and spices						
Prepare egg-based entrees						
Prepare breakfast entrees						
Cook vegetables according to the principles of vegetable cookery						
Apply the principles of starch cookery						
Plate and garnish entrees						
Prepare convenience products						
Prepare hot hors d'oeuvres and appetizers						
Stocks and Sauces						
Apply the principles of thickening						

	Recommended Competencies by Course Offerings Competencies	Food Service I	Food Service II	Food Service III	Food Service IV		
	Apply the principles of stock preparation						
	Apply the principles of soup preparation						
	Apply the principles of sauce making						
	Apply principles of proportion and use alternate ingredients when making sauces						
	Apply principles of reducing and enriching sauces and glazes						
	The Bakery and Dessert Station						
S	Apply the principles of baking with yeast						
	Apply principles of standard mixing methods						
	Apply pastry principles						
	Use prepared baking & dessert mixes and products						
	Prepare egg foams						
	Apply techniques of sugar cookery						

Recommended Competencies by Course Offerings Competencies		Food Service I	Food Service II	Food Service III	Food Service IV		
	Apply icings and garnishes						
	Apply proper techniques for milk based fillings and desserts						
	Prepare fresh fruit desserts						
	Apply preparation techniques for refrigerator and frozen desserts						
	Service and Dining						
	Set up serving areas and tables						
SS	Demonstrate good customer service techniques						
SS	Take orders and present them to the kitchen						
	Prepare and serve beverages						
	Present and serve food						
M	Process customer tickets						
	Clean and maintain dining areas						

Recommended Competencies by Course Offerings Competencies		Food Service I	Food Service II	Food Service III	Food Service IV		
	Management						
M	Manage inventory and supplies						
+	Train, supervise and evaluate employees						
SS	Organize the work area						
M	Schedule workers						
S	Schedule sanitation checks and equipment maintenance						
SS	Apply principles of marketing						
M	Manage cost and accounting records						
S	Apply the principles of menu planning and nutrition						
	Careers in the Food Service Industry						
*	Employ career decision making skills						
*	Identify levels of employment in the food service industry						

Recommended Competencies by Course Offerings Competencies		Food Service I	Food Service II	Food Service III	Food Service IV		
*	Apply job seeking skills						
*	Apply life/work management skills						
*	Use payroll information						
*	Recognize rights of employees and workers						
	Compare and contrast the food service industry						

VI
Sample Skills Card

Sample Skills Card

This section of the guide provides teachers with an example format of an instrument for evaluating the effectiveness of instruction. The skills record allows teachers to assess competency at four levels of proficiency. Teachers are encouraged to construct their own skills performance record using the competency lists in the curriculum section of this guide.

Instructions for Use

The list of vocational skills/traits was developed from a task analysis of a food service competency.

LEVEL CODE KEY:

1 Introductory Level: Can do simple parts of task. Needs to be told/shown how to do most of the task. Needs extremely close supervision.

2 Minimum Level: Can do most parts of the task. Needs help only with most difficult parts. Needs close supervision.

3 Average Level: Can do all parts of task. Needs only spot-check of completed work. Meets local demands for speed and accuracy. Needs moderate job entry supervision.

4 Proficiency Level: Can complete task quickly and accurately. Can direct others in how to do the task. Needs little supervision.

DIRECTIONS: The instructor/employer may write, date and initial in appropriate square.

Knives

1	2	3	4	
				- Identify types of knives
				- Sharpen knives
				- Wash knives
				- Select knives appropriate to the task
				- Use knives efficiently and safely
				- Store knives

COMMENTS:

VII
Suggested Resources

Suggested Resources

This section identifies specific resources and sources for finding instructional materials and information for food service.

The following source lists have been characterized by media type to facilitate teacher use: resource libraries, publishers of texts and instructional materials, state resources, periodicals, associations, special books and pamphlets, and multi-media materials.

The Alaska Department of Education has not formally reviewed nor approved all the resources listed in this section. Teachers are encouraged to preview materials before using them in the classroom.

Resource Libraries

Alaska Vocational Materials Library
Office of Adult and Vocational Education
Alaska State Department of Education
Box F
Juneau, AK 99811
(907) 465-2980

- Choices & Challenges: A Young Man's and Teen Woman's Journal for Self-Awareness and Personal Planning
- Cooperative Education and On-The-Job Training Handbook
- Home Economics Curriculum
- Pre-Employment Competencies Resource Guide

The Library maintains curricula for all vocational areas. Resources are loaned for a two-month review period. There are also many materials which may be purchased from the Library's special collections. Some materials are available free of charge.

The Library's catalog is computerized and may be operated on an Apple Computer using Appleworks software. The catalog may be obtained by sending $10.00 (please make your check payable to the South East Regional Resource Center) or by sending five blank disks for duplication.

Alaska State Film Library
Juneau Center
Box G
Juneau, AK 99811
(907) 465-2916

- The Community Bakery
- Cooks and Chefs
- Courtesy: Food Service is People Service
- Dining Room Sanitation
- The Enemy Around Us
- Food Preparation
- How to Survive in Your Kitchen
- Kitchen Management and Principles
- Preparing to Cook
- Sandwich Preparation and Presentation

Alaska Career Information System
Office of Adult and Vocational Education
Alaska Department of Education
Box F
Juneau, AK 99811
(907) 465- 2980

- Comprehensive career guidance system developed by Alaskans and for Alaskans seeking occupational and educational opportunities in and out of Alaska.

Northwestern Vocational Curriculum
Coordination Center
St. Martin's College
Lacey, WA 98503

- 10-State regional library of vocational materials. Can be accessed through the Alaska Vocational Materials Library.

National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

- Vocational Education Curriculum Materials database of all 50 states. Can be accessed through the Alaska Vocational Materials Library.

Publishers

American Technical Publishers, Inc.
12235 South Laramie Avenue
Alsip, IL 60658

Bennett & McKnight
A Division of Glencoe Publishing Co.
17337 Ventura Blvd.
Encino, CA 91316

Bobbs-Merrill Company
Macmillan Publishing Company
866 Third Avenue
New York, NY 10022

Cahners Books International
221 Columbus Avenue
Boston, MA 02116

Delmar Publishers, Inc.
P.O. Box 15-015
Albany, NY 12212

EMC Publishing Company
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Goodheart-Wilcox, Inc.
123 W. Taft Drive
South Holland, IL 60473

Harcourt Brace Jovanovich, Inc.
6277 Sea Harbor Drive
Orlando, FL 32821

Harper and Row
10 East 53rd Street
New York, NY 10022

Houghton Mifflin Company
777 California Avenue
Palo Alto, CA 94304

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

McGraw-Hill Book Co./Gregg Division
8171 Redwood Highway
Novato, CA 94947

South Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

State Resources

Alaska Seafood Marketing Institute
526 Main Street
Juneau, AK 99801
(907) 586-2902

- A Food Service Guide to Seafood Quality
- "A Nutrition Catch" Education Kit
- Alaska Salmon: A Great Food From the Sea
- Alaska Salmon Breaks the Ice
- ASMI-GRAM Newsletter
- Challenge for Excellence (video)
- Competitive Edge (video)
- Fresh and Frozen Salmon - How to Sell It (video)
- Handle With Care: A Retail Seafood Quality Primer
- Procedures for Filleting Whole Alaska Salmon
- Recommended Whitefish Quality Guidelines for Fishing and Processing Operations
- Teacher's Seafood Guide
- The Seafood Quality Primer: Consumer Tips for Purchasing, Handling and Storing High Quality Seafood

Alaska Vocational Technical Center
Box 615
Seward, AK 99664
(907) 224-3322

- Orientation to Food Service
- Videos and Films

Arizona Center for Vocational Education
Box 15095
Flagstaff, AR 86011
(602) 523-5442

- Food Production/Food Service Curriculum

Curriculum Development Unit
Office of Vocational Education
Kentucky Department of Education
2024 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-2890

- Food Preparation and Management
- Food Preparation Worker I & II
- Foods for Special Occasions

Curriculum and Instructional Materials Center (CIMC)
State Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074

- Food Production, Management and Services Competency Profile
- Food Production, Management and Services: Production Unit IV
- Food Production Worker
- Food Service Worker (Level 1)
- Keys to a Successful Food Service Sanitation Program
- Supervision in Food Service

Curriculum Materials Service
Vocational Education Building
Colorado State University
Fort Collins, CO 80523

- Occupational Analyses of Food Service

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917

- Baker
- Commercial Cook
- Food Management, Production and Services
- Food Marketing Manager/Supervisor

Extension Instruction and Materials Center (EIMC)
University of Texas at Austin
Division of Continuing Education
P.O. Box 7218
Austin, TX 78713
(512) 471-7716

- Building Produce Displays (video)
- Food Service Management
- Food Service Marketing
- Pointers on Perishables
- Preparation and Handling of Produce (video)
- Produce Care (video)
- Produce Safety and Sanitation (video)
- Receiving a Shipment of Produce (video)

Home Economics Curriculum Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409
(806) 742-3028

- Food Service Employee

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883

- Baker
- The Buying Guide for Fresh Fruits, Vegetables and Nuts
- Chef
- Food and Nutrition I, II
- Food Service Series
- Food Service: Special Needs Curriculum
- Food Service Vocabulary Module
- Identification of Retail Meat Cuts
- Meatcutter
- World Food Packets

Instructional Materials Laboratory
The Ohio State University
154 W. 12th Avenue Room 139
Columbus, OH 43210
(614) 422-5001

- Food Service Curriculum Guide

Michigan Career Education and Vocational Education Resource Center 133 Erickson Hall Michigan State University East Lansing, MI 48824	. Food Production and Services
Mid-America Vocational Curriculum Consortium (MAVCC) 1500 West Seventh Avenue Stillwater, OK 74074	. Basic Foods . Food Production, Management and Services Series
New Jersey Vocational-Technical Curriculum Laboratory Rutgers State University 4103 Kilmer Campus New Brunswick, NJ 08903 (201) 932-3845	. Basic Cake Decorating . Food Preparation and Service . I Know: A Vocabulary Game-Food Trades . Language Workbook for Food Service . Let's Talk about Foods--Food Facts for the Commercial Kitchen . Mathematics for Commercial Foods . Menu Cycles . Selected Bakery Formulas . School Food Service Task Oriented Training . What Every Baker Needs to Know
Occupational Curriculum Laboratory Secondary and Higher Education East Texas State University Commerce, TX 75428 (214) 886-5623	. Individualized Study Guides for Cafeteria Occupations, Commercial Restaurant Occupations, Fast Food Occupations and Food Distribution Occupations
Oregon Career Development Consortium Marion Education Service District 651 High Street NE Suite 4 Salem, OR 97301	. Basic Skills in Vocational Education: Computer Skills, Mathematics, Reading, Speaking/ Listening and Writing
Oregon Department of Education 700 Pringle Parkway SE Salem, OR 97310	. Occupational Cluster Guide: Food Service
Portland State University Division of Continuing Education P.O. Box 1394 Portland, OR 97207	. Garde Manager Station . General Employment Skills . Food Service Terminology . Safety . Sanitation . Tools and Equipment in Food Service

Periodicals

American Institute of Baking
1213 Bakers Way
Manhattan, KS 66502
(913) 537-4750

. Technical Bulletin

Association of Food and Drug Officials
Box 3425
York, PA 17402
(717) 757-2888

. Quarterly Bulletin

Food Magazine
10 Bloomsbury Way
London, WC1A 2SP
England

. Food Magazine

Food and Nutrition Press, Inc.
155 Post Road
P.O. Box 913
Westport, CT 06880
(203) 227-6596

. Food, Nutrition and Health Newsletter

Gorman Publishing Company
5725 E. River Road
Chicago, IL 60631

. Bakery Production and Marketing

Harcourt Brace Jovanovich, Inc.
7500 Old Oak Blvd
Cleveland, OH 44130
(216) 243-8100

. Food Management

International Food Service Executives Association, Inc.
111 E. Wacker Drive
Chicago, IL 60601
(312) 644-6610

. Food Executives: Journal of Food Service Management

Institute of Food Technologists
221 N. LaSalle Street
Chicago, IL 60601

. Food Technology

Profit Press
400 E. 89th Street
New York, NY 10128
(212) 534-0366

. Food Industry Newsletter

Young-Conway Publications, Inc.
104 Fifth Avenue
New York, NY 10011
(212) 206-7440

. Food Service Product News

Associations

American Association for Vocational Instructional Materials
120 Driftmeir Engineering Center
Athens, GA 30602

. Performance-Based Teacher Modules : Category M: Assisting Students in Improving Their Basic Skills

American Institutions Food Service Association (AIFSA)
P.O. Box 155
Midvale, UT 84047
(801) 268-3000

. Information on correspondence study programs and workshops

American Technical Society
12235 So. Laramie Avenue
Alsip, IL 60658

. Food preparation information for hotels, restaurants & cafeterias

American Vocational Association
1410 King Street
Alexandria, VA 22314

. Resource catalog of publications and products

Association of Food Industries
177 Main Street
Matawon, NJ 07747
(201) 583-8188

. Newsletter

International Food Service Executives
111 E. Wacker Drive Suite 600
Chicago, IL 60601
(312) 644-6610

. Promotes enforcement of pure food and sanitation laws and education

National Food Service Association (NFSA)
P.O. Box 1932
Columbus, OH 43216
(614) 263-3346

. Information on careers in food service

National Institute for the Food Service Industry
20 N. Wacker Drive
Chicago, IL 60601
(312) 782-1703

. Applied Food Service Sanitation

National Restaurant Association
150 N. Michigan Avenue
Chicago, IL
(312) 853-2525

- An Employee Safety Message for Food Service Operators
- Change on the Table
- Cold Facts About Food Preparation
- Courteous Service
- Efficient Service
- Fast Food Service
- Hot Facts About Food Preparation
- Safety Operations Manual
- Your Responsibility for Safety

The Culinary Institute of America
Bookstore
Roth Hall
Hyde Park, NY 12538

- Cookbooks and food-related volumes, cutlery kits, and small culinary utensils

Special Books and Pamphlets

Bennett & McKnight
A Divison of Glencoe Publishing Company
17337 Ventura Blvd.
Encino, CA 91316
(818) 990-3080

- Customer Service
- Fast Foods and Short-Order Cooking
- Menu Planning and Cost Control
- Professional Cooking and Baking
- Quantity Food Techniques
- Safety and Sanitation

Cooperative Extension Service
Statewide Office
University of Alaska
303 Tanana Drive
Fairbanks, AK 99701

- Alaska Food Choices-Buying Food
- Alaska Food Choices-Keep Food Safe
- Attractive and Safe Food Preservation Exhibits
- Feeding A Crowd? Do It Safely
- How to Buy Foods
- It's Good Food-Keep It Safe
- Mix, Make and Save
- Nutrition Labeling
- Selecting and Using the Microwave Oven

Corning Glass Works
Consumer Information Department
400 Creekside Drive
Tonawanda, NY 14150

- Information on food and non-food storage, kitchen safety, warranties, microwave cooking and metrics.

Food and Drug Administration
Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857

- Information on food hazards and safety, food labeling, nutrition, fradulent and deceptive practices and products

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

- Professional Cooking

National Livestock Meat Association
444 N, Michigan Avenue
Chicago, IL 60611

. Meat Evaluation Handbook

Sunset Books
Lane Publishing Company
85 Willow Road
Menlo Park, CA 94065

. Appetizers
. Breads
. Breakfast and Brunch
. Easy Basics for Food Cooking
. Easy Basics for International Cooking
. Fresh Ways to Cook Chicken
. Good Cook's Handbook
. Salads
. Seafood Cookbook

Multi-Media Materials

Career Aids, Inc.
20417 Nordhoff Street
Dept. S
Chatsworth, CA 91311

DCA Educational Products, Inc.
4685 Stenton Avenue
Philadelphia, PA 19144

National Archives and Records Administration
National Audiovisual Center
8700 Edgeworth Drive
Capitol Heights, MD 20743

National Innovative Media Co.
Route 2 Box 301 B
Calhoun, KY 42327

Pictures, Inc.
811 W. 8th Avenue
Anchorage, AK 99501

Teaching Aids, Inc.
P.O. Box 1798
Costa Mesa, CA 92626

Vocational Media Associates
Prentice-Hall Media
P.O. Box 1050
Mount Kisco, NY 10549